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Education through Play. By H. S. CURTIS. New York: Macmillan, 1915.

The fact that this book has been published so nearly at the same time with another recent authority and reference book on play—Forbush's *Manual of Play*—shows the tendency of the present time in reverting almost spasmodically from formal to informal methods of physical training. Like the author of the former book, recently reviewed in these pages, Mr. Curtis has succeeded in doing a splendid piece of work. It differs from the other book mentioned in that it puts little stress on the side of unorganized games and plays. The material here is complete in that it shows first of all what play is and brings out the three well-known theories of play: the theory of surplus energy, play as a method of education, and G. Stanley Hall's recapitulation theory of play. There is a discussion of the place of play in physical training. Possibly here the author is excusable for veering a little too far from the idea of formal gymnastics in physical education which by the leading educators is still considered necessary in a complete scheme of their subject. The relation of play to the training of the intellect and to the formation of habits and character is emphasized by practical illustrations of interest to the casual reader. Since the author seems to speak with authority of play as it develops and differs in the several European countries, the comparative side of the subject is well brought out, and finally, together with helpful suggestions of the most successful playground of our own American cities, there are given definite data in regard to the best and quickest methods of starting playgrounds, recreation centers, school camps, or athletics in secondary schools and colleges. A brief appendix gives perhaps unnecessarily the rules for some of the common games which may be used on many occasions. This book has already been adopted as a text in some normal schools where courses on play are given and itself helps in determining the need and value of such a course in a well-organized curriculum whether of physical or general education.

Practical Zoölogy. By ROBERT W. HEGNER. New York: Macmillan, 1915. Pp. xv+495.

Practical Zoölogy is a text designed for use in secondary schools. The author begins with a discussion of the insect group, that being the one which he feels will be most familiar to the average student. After giving but slight attention to the structure of a typical insect (the grasshopper), he takes up the question of the economic importance of the phylum. In this connection the following subjects are treated: insects injurious to vegetation, parasitic insects, household pests, beneficial insects, insects and their relation to disease transmission. Hegner then discusses the subject of classification in general and of the Insecta in particular. In succeeding chapters he deals with the invertebrate subkingdom in reverse order, beginning with the Anthropoda and ending,